

ADAPTATION OF ENGLISH STANDARDS FOR THE LEARNING OF A DIVERSE
POPULATION OF STUDENTS: ROMEO AND JULIET CURRICULUM

by

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Project Summary

In a country that is slowly coming to terms with its history of racism and attempting to be more tolerant of its own citizens, why are we still teaching a curriculum that only reflects one group of students? This is the issue that English teachers throughout the country are struggling with on a daily basis. How can I teach state standards and stay within the expected reading and writing requirements of my district while best serving a diverse group of learners? In my own experiences as a teacher and support staff, I have struggled with that same question. This has led me to ask myself, *how can the current Minnesota State secondary English/Language Arts curriculum be adapted at the classroom level to be more accessible and relevant to a diverse population of students?* In order to answer this question, I have created a curriculum that is designed to be responsive to the needs of a group of diverse students. Due to the heavy emphasis that my current district places on the writings of William Shakespeare, I chose to center the standards, assessments and activities in my project around Shakespeare's *Romeo and Juliet*, a play that all of our ninth grade students are expected to study. The activities created for this unit of study are meant to be adaptable to many different novel or play studies that a secondary English/Language Arts teacher may be expected to teach in middle or high school. The goal of writing this curriculum is to present secondary teachers with ideas about how they can help their diverse populations of students be successful in the English classroom regardless of the texts that are required.

This project is a six week curriculum that is based in the frameworks of Understanding by Design and Culturally Responsive Pedagogy. First, I looked at the theories of backward design in order to create an effective curriculum. For this, I turned to the research and methods of Wiggins and McTighe (2011) and their strategy which they have named Understanding by Design. While Wiggins and McTighe admit that the "backward design" concept that they focus on is not their own idea, they break backward design down into actionable steps which include

identifying the standards and objectives first, then determining how assessment will be structured and finally, designing activities that will support students in being successful in meeting the standard. This unit is also rooted in the practices of Culturally Responsive Pedagogy. Because this approach is not prescriptive and does not only apply to the planning portion of teaching, I kept these three factors at the forefront when I planned this unit. Each decision I made regarding assessment, scheduling, activities and daily learning were made after asking how it contributes to my students' academic success, and critical thinking skills and whether each is considering the cultural differences and knowledge of my students.

This project is centered around meeting and assessing mandatory state reading, writing and communication standards through the study of Shakespeare's *Romeo and Juliet*. This text has been chosen for its prevalence in most secondary English/Language Arts Classrooms. The intent for this unit is to create assessments and activities that are responsive to a diverse classroom. The content and corresponding activities of this unit are directly related to the racial, cultural and linguistic diversity of my students. The goal of this capstone project is to help educators find new ways to teach, present and work with material in order to better engage with their students. It is meant to be used as a resource, a kind of starting point for teachers who are working to create more meaningful learning experiences for a diverse group of learners. Even though the curriculum I created in my project is focused on the play *Romeo and Juliet*, English/Language Arts teachers can use and adapt many of the objectives, assessments and activities to whichever text they are asked to study.

This project first lists the state standards and objectives being covered in the unit. Then, lists the documents, activities and assessments created that support these standards and objectives. Linked under these documents are a unit calendar and folder containing all materials and lessons.

MN State Standards Being Taught and Assessed

9.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented

9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including

those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

9.9.4.4 While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).

Unit Objectives

Students Will Be Able To (SWBAT)

- SWBAT identify themes in Romeo and Juliet.
- SWBAT craft arguments using evidence and reasoning to support claims about the text.
- SWBAT recognize potential counterclaims and construct strong rebuttals
- SWBAT identify evidence in Romeo and Juliet to support the analysis of characters and themes in the text.
- SWBAT Discuss and draw conclusions about large themes and ideas in Romeo and Juliet with various partners and groups.
- SWBAT compare and contrast social issues in Romeo and Juliet to current problems today.
- SWBAT translate language that Shakespeare uses in Romeo and Juliet to modern day dialogue to enhance understanding of the text
- SWBAT make inferences about elements of plot and character throughout the story.
- SWBAT analyze the development of characters through the progression of the story.
- SWBAT integrate information from multiple sources and various formats to support their argument.

Documents and Activities

Below is a compilation of documents and activities that can be used in this unit. First are the recurring activities such as weekly journals and discussion questions. Then, there are headings that correspond to formative and summative assessments through the unit. [Linked here](#) is a calendar view of the unit with corresponding links. [Linked here](#) is a folder with all corresponding lessons and materials.

Journal Prompts

Pre-reading Journal: Using any background knowledge you have about the story Romeo and Juliet as well as the prologue that you translated yesterday, make a prediction about what you think will happen in the play.

Questions to think about:

- What do you think you know already about Romeo and Juliet? When people talk about Romeo and Juliet, what are they usually talking about?
- How are Romeo and Juliet portrayed in popular culture? Have you ever heard of a song or movie with references to these characters?
- According to the prologue, how is this play going to end? Why do you think this will happen? What events might lead to this ending?

ACT 1 Journal: After reading ACT 1, do you think that Romeo and Juliet are really in love? Why or why not?

Questions to think about:

- What does being in love look like? Do Romeo and Juliet fit that description?

- Can you fall in love with someone you have only met once? Is there such a thing as love at first sight?
- Can Romeo and Juliet be in love despite their young age?
- What about Romeo's feelings for Rosaline?
- What about Juliet's disinterest in marriage initially?

ACT 2 Journal: Fate is a person's destiny, what *will* happen to them in the future. When something is your fate, that means it is meant to be and there is nothing you can do about it. What do you think about the idea of fate?

Questions to think about:

- Do you think there is such a thing as fate? Why or why not?
- If so, can a person change their fate? How can they do that?
- If not, who/what is responsible for things that happen to people? Is everything in our life controlled by us and our decisions?
- Provide real world examples and justification in your response.

ACT 3 Journal: In ACT 3, several characters "get revenge" on others. Most importantly, Romeo gets revenge on Tybalt for killing Mercutio. What do you think about the concept of revenge?

Questions to think about:

- Is revenge ever the right thing to do?
- If so, when is revenge ok? What scenarios would make revenge acceptable?
- If not, what should people do instead of getting revenge? How will this action solve their problems?
- Provide real world examples and justification in your response.

ACT 4 Journal: Throughout the play, Juliet is treated differently than others because she is a young girl. Juliet's parents have more influence on what her life will be like than Juliet herself does. In ACTs 3+4 we see that Juliet's parents believe that they know what is best for her, despite Juliet's disagreement. In your opinion, do parents know what is best for their children?

Questions to think about:

- Do parents *always* know what is the best decision for their children? Why or why not?
- Are there things that parents simply cannot understand about their child's life?
- Do teens today face the same problems that their parents did when they were young?
- Given the rise of social media, do you think that parents understand what it is like to be a teenager today? How can they know best for their child when they do not have the same experiences?

Values Reflection Journal: After revisiting the values walk that we did in class, reflect on whether you agreed, disagreed or were somewhere in between on the statements given.

- Have you changed your mind about any of the statements? Why or why not?

- What statements were the most difficult for you to choose a side? Why do you think that these were difficult?
- Which character in Romeo and Juliet do you think would agree with your choices the most? Why do you think so?

Discussion Questions

ACT 1:

- After reading the prologue, what do you predict will happen in this play? What evidence is there to back up this claim?
- According to the Prince, what has been happening in Verona due to the Montague and Capulet families? Do you have any ideas about why the families are fighting?
- How has Romeo been acting lately? Why is he acting this way?
- What is the relationship like between Juliet and the Nurse?
- Who is Queen Mab and what does she do? What is Mercutio trying to say to Romeo when he gives his speech about Queen Mab? Does Romeo listen?
- Think about Romeo and Juliet's first meeting. How do these two characters act when they meet each other? Why do you think they are acting this way? What do they think when they find out that they are from warring families?

ACT 2:

- List two things Romeo says to Juliet in Act 2, Scene 2. What do these things show about his feelings for Juliet?
- List two things Juliet says to Romeo in Act 2, Scene 2. What do these things show about her feelings for Romeo?
- What does Romeo ask Friar Lawrence to do? How does Friar Lawrence respond? What does the Friar think about this plan?
- Describe the interaction between the Nurse, Romeo and his friends. How does the nurse show that she is loyal to Juliet in this scene?
- Do you think that the Nurse and the Friar should be involved in the plan for Romeo and Juliet to get married? Are they doing the right thing by helping them keep this secret? Why or why not?

ACT 3:

- Why does Romeo refuse to fight Tybalt in the beginning of the act? Why do you think that Mercutio steps in? What does this show about the relationship between Romeo and Mercutio?
- Do you think that the Prince gave a fair punishment to Romeo? Why or why not?
- Describe the changes in Juliet's feelings in ACT 3 Scene 2. Why do you think that she is feeling so conflicted?
- Do you think that Romeo acted rationally in this act? Why or why not? Provide two pieces of evidence.

- How does Capulet treat Juliet in this act? What does this show about Capulet's beliefs about women? Do you think that Juliet has much control over the things that happen in her life? Why or why not?

ACT 4:

- How does Paris treat Juliet at the beginning of act 4? What does his behavior reveal about who he is as a person?
- Do you think that the Friar should continue to help Juliet? Why or why not? Are there any holes in his plan? What are they?
- How does the family react to Juliet's death? Does this show a change in their attitude toward their daughter? Do you think that their reaction is genuine?

ACT 5:

- How does Romeo persuade the apothecary to sell him the illegal drugs? What does this say about money and class during this time? What is the apothecary willing to sacrifice for money?
- Why doesn't the Romeo get the Friar's letter? What happened to the messenger? How might this relate to our situation today with COVID?
- Describe how the mental state of Romeo has changed through the play. Why do you think it has changed? Do you think that Romeo is in good mental health?
- Describe how the mental state of Juliet has changed through the play. Why do you think it has changed? Do you think that Juliet is in good mental health?
- How did the families react when they found out that their children had died? What do you think about this reaction? Do you think that they could have solved their differences without this tragic event? Why or why not?

Discussion Formats

Turn and talk: This is a quick discussion that allows students to run their initial ideas and reactions by a peer before sharing with the whole class. This allows students to refine ideas to become more comfortable with sharing in front of the class.

Small groups with roles: When students are able to discuss in small groups they can help each other to think deeper about the questions. Roles allow students to take responsibility for one aspect of the discussion so that it runs smoothly and everyone takes a chance to talk.

Different partner, same question: This gives students a chance to interact with many of their peers and hear different perspectives about the same question.

Think, Write, Share: Allows all students a chance to form their own thoughts and opinions before sharing them with the class. Students can then structure these thoughts into sentences so that they feel confident in sharing these opinions.

Peardeck: Online platform that allows students to respond instantly to questions and slides in writing, multiple choice, drawing, sliding scale and numbers.

Mental Health Checks

Restorative Circle Routine: Students develop listening skills as they practice restorative circles. They can do this in a large group so that you can hear all of the responses or they can practice in smaller groups first. Students should sit in a circle. A question is posed and each student gets a chance to answer in turn. A talking piece is passed around the circle, the only person who may talk is the person holding the talking piece. Each student has a right to pass. Typically, these circles start with an easy question to answer and then proceed to progressively deeper questions. This is to allow students to get comfortable with the process so that they can answer honestly. This is a great way to check in with students, from asking about their weekend to gauging students' mental health. Because this play deals with difficult topics such as suicide, it is important that the teacher is aware of the mental health of each student. This practice is best as a routine so that students can become more and more comfortable with speaking and listening to their peers. Each circle day there will be some "easy" questions and then the circle will move to questions that check in with each student.

Emoji Check: A fast and easy way to get an idea of students' mental state. Each student draws/types an emoji and submits. This gives the teacher an idea of how the lesson may be adapted to best suit that class that day.

Google Form: This is a check in that is private and allows a teacher to keep track of their students with evidence. Answers to check in questions can be saved so that patterns can be seen. This way, if a student needed intervention or referral to a counselor, the teacher has documentation.

"I wish my teacher knew...": This is a quick activity that can be anonymous or not. Students simply fill in the rest of the sentence "I wish my teacher knew...". Teachers can give a more specific topic like "what do you wish your teacher knew about your home life". Or they can leave it open ended. Again, this gives the teacher some insight into their students' lives outside of the classroom, students' concerns and more background information about each student.

Decoding Shakespeare's Insults

Directions: For each insult, look up any words that you do not know. Then, in your own words, explain what the insult means.

Example:

Quote	Unknown Words?	My Explanation
"Methink'st thou art a general offence and every man should beat thee."	Methink'st: I believe Offence: punishable act/ something illegal that should be punished	I think that you are such a terrible person that your existence should be illegal and everyone should beat you up.

Quote	Unknown Words?	My Explanation
"Out of my sight! Thou dost infect my eyes"		
"Thou art as loathsome as a toad"		
"Thou crusty batch of nature!"		
"Thou art a foul, undigested lump"		
"I do desire we may be better strangers"		
"Thou art as fat as butter"		
"She is spherical, like a globe, I could find countries in her"		
"More of a conversation [with you] would infect my brain"		
"Thou art unfit for any place but hell"		
"[you are] The rankest compound of villainous smell that ever offended nostril"		

Your turn! Use the list to create your own Shakespearean insult and write it below. You should choose one word from each column and then put them together in order.

COLUMN 1	COLUMN 2	COLUMN 3
artless	base-court	apple-john
bawdy	bat-fowling	baggage
beslubbering	beef-witted	barnacle
bootless	beetle-headed	bladder
churlish	boil-brained	boar-pig
cockered	clapper-clawed	bugbear
clouted	clay-brained	bum-bailey
craven	common-kissing	canker-blossom
currish	crook-pated	clack-dish
dankish	dismal-dreaming	clotpole
dissembling	dizzy-eyed	coxcomb
droning	doghearted	codpiece
errant	dread-bolted	death-token
fawning	earth-vexing	dewberry
fobbing	elf-skinned	flap-dragon
froward	fat-kidneyed	flax-wench
frothy	fen-sucked	flirt-gill
gleeking	flap-mouthed	foot-licker
goatish	fly-bitten	fustilarian
gorbellied	folly-fallen	giglet
impertinent	fool-born	gudgeon
infectious	full-gorged	haggard
jarring	guts-gripping	harpy
loggerheaded	half-faced	hedge-pig
lumpish	hasty-witted	horn-beast
mammering	hedge-born	hugger-mugger
mangled	hell-hated	joithead
mewling	idle-headed	lewdster
paunchy	ill-breeding	lout
pribbling	ill-nurtured	maggot-pie
puking	knotty-pated	malt-worm
puny	milk-livered	mammet
qualling	motley-minded	measle
rank	onion-eyed	minnow
reeky	plume-plucked	miscreant
roguish	pottle-deep	moldwarp
ruttish	pox-marked	mumble-news
saucy	reeling-ripe	nut-hook
spleeny	rough-hewn	pigeon-egg
spongy	rude-growing	pignut
surly	rump-fed	puttock
tottering	shard-borne	pumpion
unmuzzled	sheep-biting	ratsbane
vain	spur-galled	scut
venomed	swag-bellied	skainsmate
villainous	tardy-gaited	strumpet
warped	tickle-brained	varlot
wayward	toad-spotted	vassal
weedy	unchin-snouted	whey-face
yeasty	weather-bitten	wagtail

Thou art a : _____

Translating the Prologue

Directions: In the space next to each stanza, translate the lines into your own words. If you come across a word that you do not know, look it up and write the definition at the bottom of the page. You might not be totally accurate the first time, but do your best!

Two households, both alike in dignity,
In fair Verona, where we lay our scene,

From ancient grudge breaks to new mutiny,
Where civil blood makes civil hands unclean.

From forth the fatal loins of these two foes,
A pair of star-crossed lovers take their life;

Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.

The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,

Which, but their children's end, naught could remove,
Is now the two hours' traffic of our stage;

The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Define Unknown Words Below:

Romeo and Juliet Character Analysis Writing

Directions: Select **two character traits** from the list below (or select your own traits) to describe **two different characters** from the play. Then, write **one paragraph for each** character using the claim, evidence (direct quote) and reasoning format to analyze each of the two different characters from the play. You can use the outline and space below to plan out and write your paragraph.

Romeo & Juliet Characterization

Character Trait - Word Bank

Nice	Mean	Sad	Positive	Negative
<ul style="list-style-type: none"> charming considerate delightful encouraging friendly loving polite respectful sensitive thoughtful 	<ul style="list-style-type: none"> angry dark disrespectful evil hateful insensitive rude selfish thoughtless unpleasant 	<ul style="list-style-type: none"> antisocial depressed heartbroken heavy-hearted hopeless lonely miserable moody sorrowful unhappy 	<ul style="list-style-type: none"> cooperative calm dependable fair honest humble mature patient responsible trustworthy 	<ul style="list-style-type: none"> uncooperative reactive undependable unfair dishonest conceited immature impatient irresponsible untrustworthy
Confident	Nervous	Does a lot	Does a little	Opposites
<ul style="list-style-type: none"> assertive brave courageous fearless independent sure 	<ul style="list-style-type: none"> anxious concerned fearful hesitant uncertain uneasy 	<ul style="list-style-type: none"> active adventurous ambitious busy energetic hard-working 	<ul style="list-style-type: none"> bored/boring dull indifferent lazy neglectful uninterested 	<ul style="list-style-type: none"> calm/hyper funny/serious gentle/rough glamorous/simple shy/loud

Character #1:

Claim (what two traits does the character possess?):

Evidence #1 (direct quote or paraphrase about first trait):

Reasoning #1 (*Why* is this trait and evidence important to understanding this character?):

Evidence #2 (direct quote or paraphrase about second trait):

Reasoning #2 (*Why* is this trait and evidence important to understanding this character?):

Paragraph for character #1:

Character #2:

Claim (what two traits does the character possess?):

Evidence #1 (direct quote or paraphrase about first trait):

Reasoning #1 (*Why* is this trait and evidence important to understanding this character?):

Evidence #2 (direct quote or paraphrase about second trait):

Reasoning #2 (*Why* is this trait and evidence important to understanding this character?):

Paragraph for Character #2:

Remix a Scene

Directions: Shakespeare's plays have been performed for hundreds of years. Some of these performances have stayed true to Shakespeare's initial version of the play. However, many of the retellings of Romeo and Juliet have been performed in a different style than the original play. Some directors have chosen to change the time period in which the play is set, others have changed the language to a more modern version.

Your group's task is to choose a scene that we have read so far and make it your own. You will either record your scene as a video or perform it in front of the class. Your scene should be set in a different time period than the play we are reading right now. You may make the language as modern as you would like as long as it stays true to the content of the play.

Specifics:

- Your scene should be at least 4 minutes long
- It can be performed in person or recorded as a video
- Must clearly demonstrate the time period, culture or other differences that you have chosen. (you should not just record yourself reading the original play)

Questions to get you started:

- What if Romeo and Juliet was set in a different time period?
- What if the play was set in a different culture or country?
- What might a modern day version look like?
- How would you translate the language into something more understandable?

Problematic Situation

Imagine that the country that you were born into has a centuries old war against another neighboring country. You have been raised to believe that people from the other country are evil and have even seen people from that country brutally attack your own friends and family members. One day you happen to meet the perfect person and, after a while, fall in love with them. The only problem is that you find out that they are citizens of the other country- the one who is at war with your people. If either one of your families found out that you were seeing each other they would likely throw you on the streets or attempt to harm your significant other. But, you know that the person that you fell in love with is a good person, and would do anything to be with you. If you keep seeing this person in secret, you know that the repercussions will be worse when your parents find out. However, if you tell your family right away, they will harm you and your significant other. What do you do?

Potential Problems	Solutions/Questions/Concerns

Explain your solution:

Socratic Seminar Introduction

Socratic Seminar Rubric

	4 - Sophisticated	3 - Skilled	2 - Sufficient	1 - Insufficient
Preparedness (before seminar starts)	Student has completed their full seminar preparation sheet in complete sentences Evidence is complete with citations (ACT + Scene) All questions are levels 2 and 3	Student has completed their full preparation sheet in complete sentences Evidence is complete with citations (ACT + Scene) Most questions are levels 2 and 3	Student has completed most of their preparation sheet Student uses evidence but it may not have a citation Some questions are level 2 and 3	Student has completed some of their preparation sheet Student is lacking evidence and citations Most questions are level 1
Questioning (during seminar)	Questions... -Student asks a total of 4 questions in the socratic seminar -reflects a complete understanding of a text -includes insightful inferences and/or questions developed from the text -provides a clear context	Questions... -Student asks a total of 4 questions in the socratic seminar -reflects a true understanding of most of a text -includes inferences and/or questions developed from the text -provides a limited context	Questions... -Student asks 3 total questions in the socratic seminar -reflects an incomplete understanding of the text -may be repetitive or off topic at times -provides confusing or irrelevant context	Questions... -student asks 2 or less questions in the socratic seminar -reflects an inaccurate understanding of the text -is consistently repetitive or off topic -fails to provide contextualization
Evidence (during seminar)	-Student used 4 pieces of textual evidence in their responses during the seminar -direct quotes and references with context and correct citation -sources and experiences beyond required reading	-Student used 4 pieces of textual evidence in their responses during the seminar -direct quotes and references with context and citations	-Student used 3 pieces of textual evidence in their responses during the seminar -direct quotes and references; however, context may be brief or missing and citations are inconsistent	-Student used 2 or less pieces of textual evidence in their responses during the seminar -vague or general references to the text -references that lack context and citations
Analysis (during seminar)	Reasoning and explanations... -are logical and	Reasoning and explanations...	Reasoning and explanations...	Reasoning and explanations...

	<p>relevant</p> <p>-clarify meaning and the significance of the text</p> <p>-address implications and complexities of the text</p>	<p>-are logical and relevant but are simplistic or somewhat unclear</p> <p>-largely clarify the meaning and significance of the text, but may be somewhat repetitive or imprecise</p>	<p>-are incomplete, largely irrelevant, or consist mostly of summary</p>	<p>-are unclear, incoherent, irrelevant, or largely absent</p>
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Resources

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YOU THERE!
WHAT DO YOU
ALREADY KNOW
ABOUT ME?

William Shakespeare



Shakespeare Fun Facts

Born April 23rd, 1564

Died April 23rd, 1616

How old was he when he died?



Fun Facts:

- Father was a glove maker
- He put a curse on his own grave
- He had 7 siblings
- Wore a gold hoop earring

Draw your own coat of arms below



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar.



Students, enter a number!

Pear Deck Interactive Slide
Do not remove this bar.



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar.

Anne Hathaway

-Married at age 18; Anne Hathaway was 26

-Three children (Susanna, and twins Hamnet, and Judith)

-Hamnet died at age 11 from the Bubonic Plague outbreak



Not This Anne Hathaway...

-Not even related to Shakespeare's Anne.

-However, she has acted in some of his plays.



Shakespeare: The Play Master

-How many plays do you think Shakespeare wrote?

-Besides *Romeo and Juliet*, can you name some of his other plays?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar.

Shakespeare wrote 3 different genres of plays... can you name them?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar.

Shakespeare's Plays

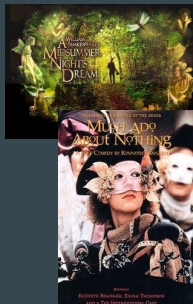
Comedies: Many stories based on confusion, love stories

Histories: Plays about real people and events

Tragedies: Tragic hero, many deaths, sad endings

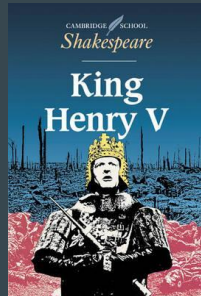
Shakespeare's Comedies

All's Well That Ends Well, As You Like It, Comedy of Errors, Love's Labour's Lost, Measure for Measure, Merchant of Venice, Merry Wives of Windsor, Midsummer Night's Dream, **Much Ado about Nothing**, Taming of the Shrew, The Tempest, Twelfth Night, Two Gentlemen of Verona, Winter's Tale



Shakespeare's Histories

Henry IV, Part I, Henry IV Part II, Henry V, Henry VI, Part I, Henry VI Part II, Henry VI Part III, Henry VIII, King John, Pericles, Richard II, Richard III



Shakespeare's Tragedies



Antony and Cleopatra, Coriolanus, Cymbeline, Hamlet, Julius Caesar, King Lear, Macbeth, Othello, Romeo and Juliet, Timon of Athens, Titus Andronicus, Troilus and Cressida

Why is he such a big deal?



Students, write your response!

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Why is he such a big deal?

-Shakespeare was an innovator of language and also insults!

-He is known for using a lot of slang in his writing, of which he is still known for.

-What is slang to you? How do we use slang today? What is an example of slang in our current society?

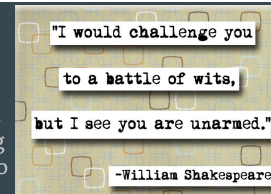


Students, write your response!

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Slang

Slang is highly informal words and expressions that would be not considered standard within the user's language. Slang is very regional, meaning it is particular to a territory or subculture. It slightly varies from place to place. Sometimes slang expressions or words lose their status of being slang and become the norm within the language.



Shakespeare's Insults



Students, drag the icon!



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1. Away you three-inch fool.
2. I will bite my thumb at them, which is a disgrace to them if they bear it.
3. Thou art unfit for any place but hell.
4. I do desire we may be better strangers.
5. More of a conversation would infect my brain.

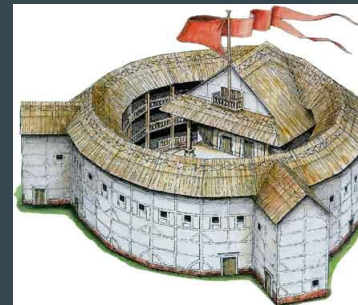
He Also Invented Words:

Addiction	Bedazzle	Swagger	Vulnerable
Cheap	Embrace	Fashionable	Arch-villain
Lustrous	Cold-blooded	Hot-blooded	
Belongings	Buzzer	Scuffle	Majestic
			Puking

The Globe Theatre

-1594 Shakespeare began acting in his own plays along with a group of men who called themselves *King's Men*.

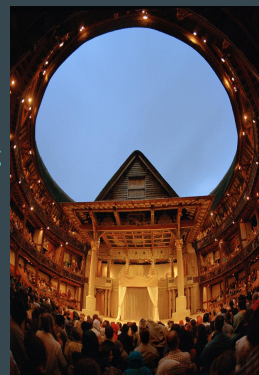
-Oddly, only men could act be actors; women were not allowed, so men played women's roles.

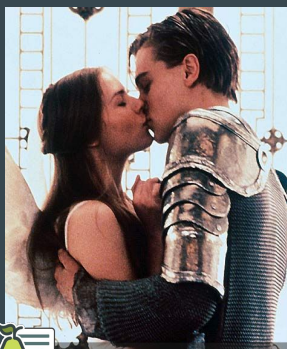


The Globe Theatre

-In 1599 the group built an acting company, which led to them also building a theatre called, *The Globe*.

-*The Globe* burned down in 1613, but was rebuilt and still stands today.





Romeo & Juliet

What do you already know about the story of *Romeo and Juliet*?

Do you know any of the famous scenes from the play?

Where else have you seen a similar story lines (books, movies, tv shows)?

Students, write your response!

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Who's Who in *Romeo and Juliet*?

The Montagues:

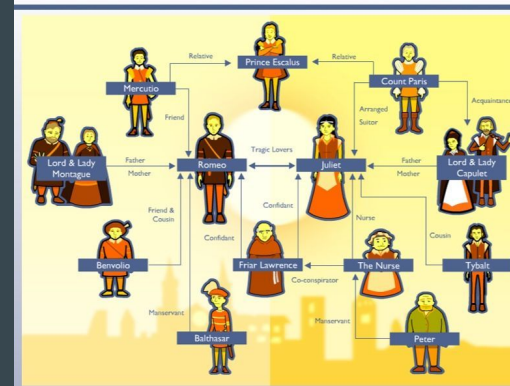
- Lord Montague
- Lady Montague
- Romeo
- Benvolio
- Balthasar
- Abraham

The Capulets:

- Lord Capulet
- Lady Capulet
- Nurse
- Juliet
- Tybalt
- Peter
- Sampson
- Gregory

Neutral:

- Chorus
- Prince Escalus
- Paris
- Mercutio
- Friar Laurence
- Friar John
- Apothecary



Major Themes

- Forbidden Love
- Family Feuds
- Fate
- The Force of Love
- The Individual vs. Society



Romeo and Juliet

Anticipation Guide and Check-in

Directions

- For each of the following statements decide whether you personally agree, disagree or are somewhere in between. Then, move your dot to the corresponding box. There are no right or wrong answers here, these are all opinion questions!

1. There is such thing as "love at first sight".

Agree

Somewhat
agree

Somewhat
disagree

Disagree



Students, drag the icon!

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2. Who your family is defines you.

Agree

Somewhat
agree

Somewhat
disagree

Disagree



Students, drag the icon!

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3. Your family affects how others perceive you.

Agree

Somewhat
agree

Somewhat
disagree

Disagree

4. Your choices are the only thing that influences what happens to you in life.

Agree

Somewhat
agree

Somewhat
disagree

Disagree

5. We have no control over what happens to us.
Fate decides what our life will be like.

Agree

Somewhat
agree

Somewhat
disagree

Disagree

6. We have an obligation to protect our friends.

Agree

Somewhat
agree

Somewhat
disagree

Disagree

7. We have an obligation to protect our family.

Agree

Somewhat
agree

Somewhat
disagree

Disagree



Students, drag the icon!

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8. Sometimes, revenge is the right thing to do.

Agree	Somewhat agree	Somewhat disagree	Disagree
-------	----------------	-------------------	----------



Students, drag the icon!

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9. Caregivers always know what is best for their children.

Agree	Somewhat agree	Somewhat disagree	Disagree
-------	----------------	-------------------	----------



Students, drag the icon!

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10. Loyalty to your family is more important than romantic love.

Agree	Somewhat agree	Somewhat disagree	Disagree
-------	----------------	-------------------	----------



Students, drag the icon!

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11. There is never ANY reason to commit violence of any kind.

Agree	Somewhat agree	Somewhat disagree	Disagree
-------	----------------	-------------------	----------



Students, drag the icon!

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Intro to Theme

What's the big idea?

What is Theme?

"Love always wins in the end"

What are some stories/movies/songs that give this message?

Theme:

- The big message or idea of a story
- Usually reveals a truth about life
- Can be applied to lots of different stories
- Is NOT one word (love, evil, revenge etc.)



THEME =

Big Idea + What the author is saying about it



THEME

Questions to ask

- What is the conflict of the story?
 - How does it get resolved?
- How does a character change through the story?
 - What makes them change?
- What do you learn about the world in the story?

What is the big idea in...

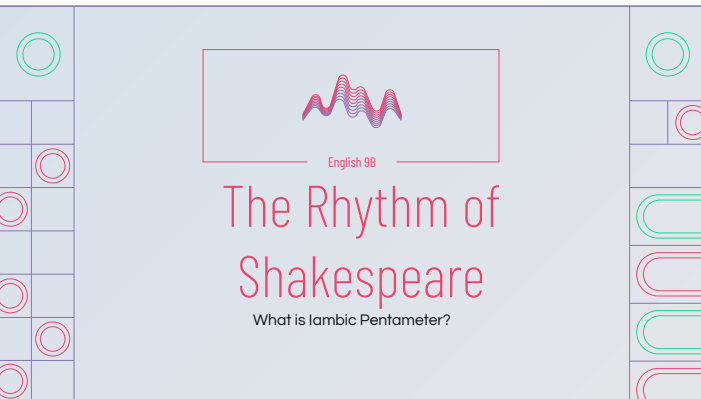
- Try to come up with a sentence that summarizes the theme (big idea + what the movie is saying about it)

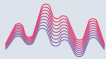


Major Ideas in Romeo and Juliet

- Loyalty
- Family
- Fate
- Love
- Feuds







English 9B

The Rhythm of Shakespeare

What is Iambic Pentameter?

Shakespeare or Rap Music?

To destroy the beauty from which one came.

Jay Z

Shakespeare or Rap Music?

Maybe it's hatred I spew, maybe it's food for the spirit.

Eminem

Shakespeare or Rap Music?

Men would rather use their broken weapons than their bare hands

Shakespeare (Othello)

Shakespeare or Rap Music?

I was not born under a rhyming planet

Shakespeare (Much Ado About Nothing)

Shakespeare or Rap Music?

The most benevolent king communicates through your dreams.

WuTang Clan

Shakespeare or Rap Music?

Socrates, philosophies and hypotheses can't define.

WuTang Clan

Shakespeare or Rap Music?

To lead the wild into the ways of the man. Follow me; eat my flesh, flesh and my flesh

Tupac



What is Iambic Pentameter?

Let's break down the word...

Iambic=2

Penta= 5

This means it is five sets of two syllables put into a line

Ba dum/ ba dum/ ba dum/ ba dum/ ba dum



What does Iambic Pentameter look like?

Two house / holds both / alike/ in dig / nity



You Try...

In fair Verona where we lay our scene

In fair / Ver o/ na where/ we lay/ our scene



Your Job:

- With the class: finish marking the Prologue for Iambic Pentameter
- On your own: Come up with 10 or more lines of Iambic Pentameter that tells a story. Possible topics are listed below
 - A personal story from something exciting in your life
 - Your favorite fairy tale
 - Your favorite movie plot
 - Retelling of Romeo and Juliet
 - Any other story of your choice!



Italian Masquerades

What are all the reasons that you have worn masks in your life?

Create a bubble map on the board with a partner that shows these reasons.

What is a Masquerade?

- Italian upper class citizens would throw HUGE parties
- Started in 16th century
- Associated with a holiday called Carnival



Why the masks?

- To hide your identity
- You could get away with scandalous things without anyone knowing it was you
- Hid social class differences



- People would choose masks to represent who they were
- Colors picked to give off certain personality traits
- EX: Green mask= greed OR growth OR something else entirely



Your Task:

1. Create a mask that represents YOU (your personality, your life experiences, your culture, your interests etc.)
2. On the back tell why you used the colors/designs that you did. Why does this mask represent you?

One-Pagers

Thinking Deeply about Romeo and Juliet

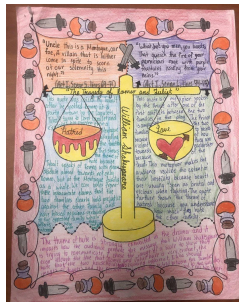
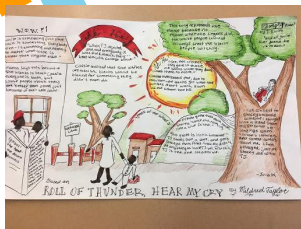
THEME =

Big Idea + What the author is saying about it



What is a One-Pager?

- » A single page that represents the most important aspects of a text
- » They ask you to use both words and visuals to represent what you think is important



What does a One-Pager look like?

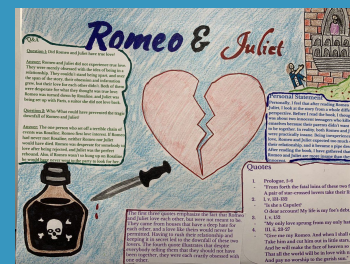
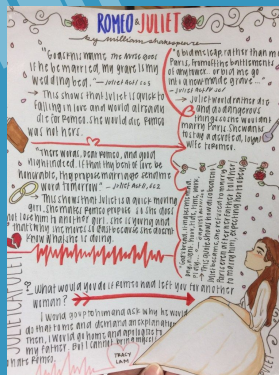
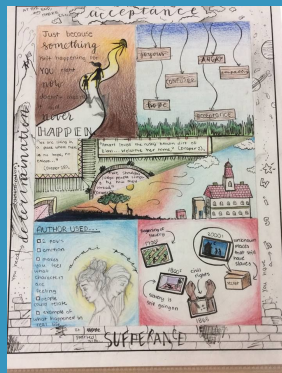
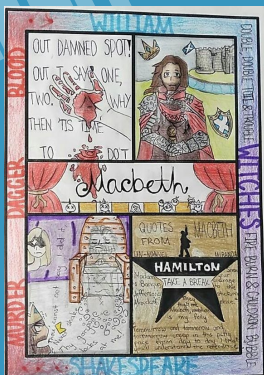
Your Task: Create your one-pager for the theme of Romeo and Juliet


Create a one-pager that conveys information about one of the themes in Romeo and Juliet. You should choose one of the big ideas below and tell what the author is saying about that big idea.

- » Love
- » Passion
- » Loyalty
- » Family
- » Feuds
- » Fate
- » Friendship
- » Gender Roles

What should I include on my One-Pager?

- One or two sentences describing the main theme of Romeo and Juliet
- One or two visual symbols that represents the text's main theme.
- Write out three quotations that demonstrate that theme.
- Include a sketch and a sentence representing the setting.
- Include a statement about one thing you connected with in the reading.





Romeo and Juliet: Socratic Seminar Introduction

Objective

I can prepare for and participate in a wide variety of discussions where I express ideas that are supported by evidence while respecting the ideas of others.

What is a Socratic Seminar?

A Socratic Seminar is a discussion based on a text. There are many ways that it can be structured. Students ask and answer questions about the novel using quotes/textual evidence. Students are asked to both speak and listen to their peers. This discussion is meant to spark deeper thinking about the topics in the novel.

What will it look like?

1. Complete your own Socratic Seminar Preparation Sheet. This will be a large part of your grade. It will be turned in **BEFORE** class starts on ____.
2. Your group will participate in the seminar for approximately 30 minutes on the scheduled date. This will count as your final Romeo and Juliet grade.

What will we be talking about?

- × You and your seminar group will be discussing the themes and large ideas in Romeo and Juliet
- × Your preparation sheet will help you to craft questions and answers about these themes in R+J
- × The preparation sheet is just a starting point. Your group can discuss any topics or ideas from R+J that interest you!

Expectations

- Balance speaking and listening--speak up, but don't dominate the conversation
- Use text evidence to support claims
- Meaningful contributions--not just "I agree," or "I disagree"
- Respectful engagement

Rude, unkind, or distracting behavior will result in a maximum possible grade of 75%.

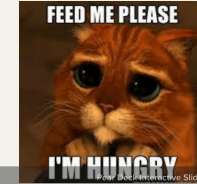
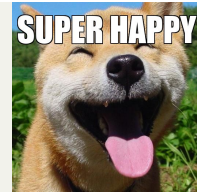
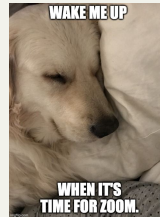
Grading

1. **Preparation**
 - a. Completing the Preparation Sheet
 - b. Writing full and complete sentences and paragraphs
2. **Questioning**
 - a. Did you ask 4 questions during the live seminar?
3. **Evidence**
 - a. Did you respond 4 times using textual evidence?
4. **Analysis**
 - a. Thoughtful responses about the text

Socratic Seminar Questioning

Intro to Levels 1, 2 + 3 Questions

How are you feeling today?



Other?



Students, drag the icon!

Advice from a Holocaust Survivor

Socratic Seminar Question Levels

Level 1: Book



How might this relate to your own life?

I would say...respect people who are different, because almost everyone is different from you. And when someone doesn't show that respect by saying something negative, defend the person who is being attacked. That's bullying and we need to do away with it. I think that does the job.

Level 1: Book



Level 2: Head



Level 3: Heart



- Questions about the text/video or topic. (think reading quiz questions)

Examples:

- Who is...?
- What happens when...?
- What events lead to...?
- Where could I find...?
- What is the setting?

Students, write your response!

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Get help: www.peardeck.com

Level 2: Head



- Questions that connect the text to yourself, your life or your personal opinions

Examples:

- Would you have done the same thing as...?
- What is the author trying to tell us?
- What is the theme of the story?
- Do you think _____ did the right thing when...?
- What do you think about _____ character?

Level 3: Heart



- Questions that connect the text to others, your community or the world

Examples:

- How does this text relate to what is happening today?
- How would you rewrite the ending?
- In your own life, how would you solve the problems faced by...?
- How might the events in the story help us to solve problems that we are faced with today?



<https://youtu.be/7WYR4AoRweY>

**What are two
Level 1 (book)
questions you
could ask
your peers
about this
video?**

Consider:

- Plot
- Characters
- Setting
- Order of events
- Dialogue



**What is a
Level 2 (head)
question you
could ask your
peers about
this video?**

Consider:

- Theme
- Moral
- Compare
- Contrast
- Relate



**What is a
Level 3 (heart)
question you
could ask your
peers about
this video?**

Consider:

- Real world connections
- Predictions
- Current events
- Alternate ending



Students, write your response!

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by @kellycarterthompson



Students, write your response!

Pear Deck Interactive Slide
by @kellycarterthompson



Students, write your response!

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by @kellycarterthompson

Your To Do List

1. Read Night to pg. 104 (pg. 128 in PDF)
2. Post at least 2 questions in each of your Seminar Preparation Themes
3. Continue to work on Seminar Preparation Sheet